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ABSTRACT

The purpose of Project COMPETE is to use previous research and exemplary practices to develop and validate a model and training sequence to assist retarded youth to make the transition from school to employment in the most competitive environment possible. This project working paper lists vocational goals and objectives that individuals with developmental disabilities should learn in the normalization process. Creation of the taxonomy began with establishing an instructional aim--independence--meaning that the individual will be able to go where other people go, do what they do there, and not seem to be different because of his or her behavior. Identified are goals and objectives related to obtaining work, to performing the work routine, to co-existing with others on the job, and to handling "glitches" such as changes in work routine and work schedules. In addition to the goals and objectives, desirable precursors are noted, the presence of which makes instruction easier even though there is no requirement that the skill be present prior to the time instruction begins. This list of vocational tasks, in combination with four other domains (personal maintenance and development, homemaking and community life, leisure, and travel), makes up an entire taxonomy of instructional objectives for developmentally disabled persons. (JDD)

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A TAXONOMY OF INSTRUCTIONAL OBJECTIVES FOR DEVELOPMENTALLY DISABLED PERSONS: VOCATIONAL DOMAIN

R.B. Dever

Working Paper #85-1

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A TAXONOMY OF INSTRUCTIONAL OBJECTIVES FOR DEVELOPMENTALLY DISABLED PERSONS: VOCATIONAL DOMAIN

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Working Paper #85-1

Center for Innovation in Teaching the Handicapped
Indiana University
Bloomington, Indiana

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Project COMPETE (Community-based Model for Public School Exit and Transition to Employment) is one of ten service demonstration projects funded to investigate secondary education and transition services for severely handicapped youth. COMPETE is a cooperative effort between the Center for Innovation in Teaching the Handicapped at Indiana University, and agencies in Columbus, Indiana: Developmental Services, Inc., and the Bartholomew County Special Services Cooperative.

The purpose of COMPETE is to develop and validate a model that applies the results of previous research and exemplary practices. Project COMPETE is developing a training sequence to assist moderately, severely, and profoundly retarded youth in making the transition from school to employment in the most competitive environment possible. COMPETE is also concentrating on establishing formal linkages between the rehabilitation center and the public school system in order to ensure a totally integrated continuum of preparation for youth from secondary through post-secondary levels.

The attached working paper is one product of this project. For more information on Project COMPETE, please contact any of the project staff listed below.

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Preface

This paper is one of a series dealing with curriculum for developmentally disabled people. It contains only the Vocational Domain from the entire taxonomy. The other four domains (Personal Maintenance and Development, Homemaking and Community Life, Leisure and Travel) will be published in a separate working paper (in preparation). Many goals and objectives listed in these domains are related to performing work, such as travelling to and from work, arising in the morning, dressing, and a host of other tasks and skills. Although work is not an isolated phenomenon in anyone's life, it was necessary to organize the taxonomy. Consequently, the reader may find that some very necessary tasks and skills are missing from this document. If the work was done well, they will be present in the other domains.

The work on the taxonomy began in 1980, when a curriculum project was instituted at the Muscatatuck State Hospital and Training Center, in Butlerville, Indiana (Dever, 1983). From that time to the present, a number of groups of people, working in various curriculum projects and/or workshops, have participated in the project as the taxonomy has gone through various stages of development.

The work presented in this document was supported by Project COMPETE. It was carried out in cooperation with the staffs of the Bartholomew County Special Services Corporation (BSSC) and Developmental Services, Inc. (DSI), of Columbus, Indiana. The author's role was to establish the parameters, challenge the group, and organize the collective thought. The group worked long and hard at the task, and the efforts of all the members, with many thanks, are hereby acknowledged. The members of this group were:

BSSC Staff	DSI Staff
Sandra Allen	Mary Austin
Emily Baker	Rita Coyle
Debra Goens	Nancy Pulley
Kathy Knight	Steven Savage
Shirley Trapp	Kathleen Vogler
David Johnson	
Hirschel Willy	

While this paper seems to be well on the way to providing a list of the tasks that developmentally disabled learners must learn in order to seem like everyone else, it is only partially complete. Every day new ideas pop up and become incorporated, and the work will probably continue for some time. Nevertheless, it is sufficiently well developed to present in working paper form.

INTRODUCTION

A taxonomy of instructional goals and objectives is a guide for curriculum developers. It is an organized list of goals and objectives which local communities can use to make decisions on what to include in the curricula they must develop for their learners.

Probably the most critical curriculum development action is to establish the instructional aim (Dewey, 1902; Popham & Baker, 1970; Taba, 1962; Tyler, 1949). This decision sets up all subsequent decisions relative to curriculum content, and in fact, totally determines instructional content by guiding what should be included or excluded from consideration. Therefore, the first task is to establish the instructional aim.

Independence: The Aim of Instruction for Developmentally Disabled People

"Independence" is commonly seen as the aim of curricula for developmentally disabled people. Unfortunately, it is an elusive concept: although many of us think of ourselves as being independent, our ability to survive actually depends on a large number of other people. To give only a few examples, we rely on others to bring food to the markets, to cart garbage away, to fix the streets, and to put out fires. Clearly, teaching people to be "independent" does not mean teaching them totally to lack dependence on others. Therefore, if this concept is to serve as a guide for the instruction of developmentally disabled people, it must be clarified.

An earlier paper presented the definition of "independence" under which all work on the taxonomy has been carried out. It is as follows:

> Independence is exhibiting behavior patterns appropriate to the behavior settings that are normally frequented by others of the individual's age and social status in such a manner that the individual is not perceived as requiring assistance because of his behavior. (Dever, 1983)

This definition relies on the concepts of "behavior pattern" and "behavior setting" as developed by Roger Barker (1968). Briefly, these terms refer to the fact that human behavior is determined by the setting in which people are found, and that the behavior of an individual in any behavior setting is far more similar to other people in that setting than it is to the behavior of the same individual in different settings. Literally, behavior settings determine the behaviors we are allowed to exhibit. That is, when we go to a supermarket, we must do the things that people do in supermarkets, and when we go to a church, we must do the things people do in the church. Indeed, if anyone were to do in a supermarket what people do in church, the consequences to the person would be severe.

Under this definition, "independence" provides a clear aim for the taxonomy and for curricula derived from it: to teach developmentally disabled people to go where other people go, do what they do there, and not seem to be different because of their behavior. Given this aim as a guide, the work of building a taxonomy requires that daily life in the community be analyzed, catalogued, and organized in such a way that the information can guide instruction.

STRUCTURE OF THE TAXONOMY

The taxonomy is set forth in terms of goals and objectives. These terms are somewhat confusing in the curriculum literature, and in fact, are often used interchangeably (Tanner & Tanner, 1980). For the purposes of organization, it is necessary to differentiate the terms clearly. The distinction that will be made depends on another distinction, that between the terms "curriculum" and "program," as made by Dever (1983).

A "curriculum" is the statement of the set of tasks and skills that anyone would have to learn in order to attain a goal or a set of goals. A "program", on the other hand, is the set of tasks and skills a specific learner will be taught over a given period of time. Whereas a program focuses on what to teach to John Jones or Mary Smith, a curriculum ignores individuals, and focuses only on universal instructional requirements for reaching goals, i.e., what any learner would have to do to go through the curriculum. Useful curricula provide program planners with guides for the development of individualized program plans.

A "goal" is the end of instruction. This statement has multiple meanings, however, because there is more than one end point of instruction. For example, under Pl 94-142, individualized educational programs are required to list goals in terms of what a learner is supposed to learn to do prior to the time his/her next individual program plan is developed (Haring, 1977). Such goals are always supposed to be attainable for the learner. A curriculum goal, on the other hand, is quite different since it is a statement of the end point of the curriculum. These goals do <u>not</u> have to be attainable in the near future: realistically, it may take many years for some developmentally disabled learners to reach a particular curriculum goal. Even further, it is a sad fact that some developmentally disabled people will never in their lives reach many curriculum goals because they do not have the physical and/or intellectual ability to do so. The fact that some people cannot reach a curriculum goal does not negate the goal, however. It simply means that some people cannot go all the way through the curriculum.

Similarly, a distinction must be made between an objective for an individual program, and an objective in a curriculum. That is, although the term "objective" in both cases can be thought of as being either a step toward a goal or a part of a goal, the two are not identical: an objective in a program plan is a step

toward a program goal, while an objective in a curriculum is a step toward a curriculum goal. Note that a curriculum objective can also be a program goal, i.e., it may be the thrust of a learner's current program. The reverse is not true, however, i.e., a program objective will never become a curriculum goal.

Therefore, for the purposes of this taxonomy of instructional goals and objectives, the term "goal" will refer only to the point at which instruction can terminate for the learner who can successfully perform the goal behavior(s) with no assistance or prompting. These goals will have Roman Numerals preceded by a letter indicating the Domain ("V" for the Vocational Domain), e.g., V/I, and V/III. "Objectives" wil be more specific, and will be listed under the goals. They will lack a letter and have numbers, such as 5, and 5.03 that indicate objectives and subobjectives. These numbers locate each objective relative to both the goal and other objectives leading to that goal.

DEVELOPMENT PROCEDURE

The basic procedure for developing the taxonomy was worked out by the first group that participated in the Muscatatuck project in 1981. The process is as follows:

Step 1. The first step was to recognize the fact that we humans are creatures of routine (Vogelsburg, Anderson, Berger, Haselden, Mitwell, Schmidt, Skowron, Ulett & Wilcox, 1980). We each get up at about the same time every day, we go through the same steps every morning before we go to work, we eat the same things consistently ("If it's Tuesday it must be chicken"), and we even take showers by touching the soap to the same spot on our bodies every time we begin a shower. From this idea came the hypothesis that it would be possible to develop a statement that characterizes "Everyman," the character from Medieval literature who represents each and every one of us in our daily lives.

For curriculum purposes, the assumption behind the development of the routines is that, to become independent, developmentally disabled people would have to be able to perform routines similar to those of Everyman. That is, because "independence" has been characterized as going where others go, and doing what they do there, we can teach developmentally disabled people to be independent by teaching them to go through daily routines that make them appear to have lives similar to other people in the community.

Therefore, the Muscatatuck groups developed a set of routines which encapsulate our ordinary, day-to-day lives. All groups that have participated in the project since that time agree that the routines do indeed represent the manner in which we go through our day-to-day lives. For example, each of us gets up in the morning, attends to our daily ablutions, eats breakfast, dresses, secures the living quarters and goes to work.

When we get to the work site we go through a routine of settling in, performing our jobs, taking breaks, etc. The routines of individuals appear to vary only in details, e.g., some people do not eat breakfast. Taken as a whole, therefore, the routines developed for the project appear to work well, and have proven useful for the purposes of developing this taxonomy.

Step 2. The next step was to analyze the daily life of "Everyman" in an attempt to discover how to get through the routines without extraordinary assistance. This step resulted in the set of goals and objectives listed in this paper. This analysis was carried out in the following manner:

Each step in the routines was considered in an attempt to discover the "critical effects," or the required outcomes (White, 1980). For example, to get through the day at work, workers must get along with the boss and fellow employees. If they do not, they risk losing their employment. Therefore, learning to get along with the boss and fellow employees is a critical effect in the vocational domain. These critical effects became the goals that are listed in the taxonomy.

Next, the critical effects were considered in an attempt to derive the "critical functions," or accomplishments required to generate the critical effects [1]. For example, a critical effect for maintaining employment is for the learner to perform a job. The critical functions for performing a job are: (1) Learn the job; (2) Perform the job; and (3) Learn to perform other tasks that the learner may be required to perform from time-to-time, such as when it is necessary to "fill in" for an absent fellow worker.

The listing of the critical functions constitutes the listing of the objectives for the taxonomy. Taken together with the goals, they provide a list of the things people must do in order to obtain and hold a job. They are listed in the following eight areas (see taxonomy for explanations in each area): Goals and Objectives related to (1) Obtaining work; (2) Performing work; (3) Time; (4) Interpersonal relations on the job; (5)

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[1] At first glance, the analysis of critical functions may appear synonymous with task analysis. It is not, because the variables introduced by individuals and/or situations are not considered when identifying critical functions. Whereas a task analysis attempts to discover how John Jones or Mary Smith should perform a task, an analysis of critical functions attempts to identify the things that must get done to get to the end successfully. Thus, the critical functions for the task of preparing a meal would be: (1) Assemble all foods and materials; (2) Prepare each food; and (3) Serve. Note that no mention is made of what kinds of foods will be prepared, nor how the preparation is performed: only the required accomplishments are listed.

Safety, accidents and emergencies; (6) Maintaining the work station; (7) Using facilities; and (8) Glitches. Of these, the latter category is probably the only one not appearing in most current curricula.

3. Step 3. At this point, the analysis of desirable precursors began. Instructional personnel often think in terms of prerequisites, or skills that must be present prior to the time that instruction in another task can begin. For example, it is impossible to teach a learner to walk until that learner knows how to stand. Similarly, it is not possible to teach a learner to hold a full time job in the community until that learner has established the physical endurance required to do so.

It is interesting to note that there are fewer prerequisites to independent functioning than many people assume. For example, many instructors assume that it is necessary to teach people to make change for a dollar prior to the time they are taught to make purchases. But in fact, as White (1980) points out, a learner who can count to ten can make purchases up to eleven dollars by counting out a number of dollars equal to the number to the left of the decimal on a price tag, and adding one more for the numbers to the right. Someone will give the learner change, and most often, it will be the correct change. A simple change in method of performing the task thus makes it teachable. So many goal skills can be taught by considering alternate methods for performing the tasks involved in them that true prerequisites appear to be few indeed.

A precursor, on the other hand, is some skill, the presence of which makes instruction easier even though there is no requirement that the skill be present prior to the time instruction begins. For example, teachers classically teach undressing skills prior to teaching dressing skills, presumeably because the required motor acts need not be as refined for undressing as they are for dressing. There is no requirement that these tasks be taught in this sequence (at least not in the same sense that it is necessary to teach standing prior to teaching walking). Rather than being prerequisite, such skills are precursors.

From an instructional point of view, the distinction between prerequisites and precursors is important. That is, there are many skills and tasks that make instruction easier if the learner knows how to perform them, but that are not necessary to the learning of the objectives. These skills and tasks are desirable, but not prerequisite. Hence the heading "Desirable Precursors" that appears in each major section of the taxonomy. These sections contain the skills and tasks that experienced teachers and vocational trainers believe important enough that serious efforts should be made to try to teach them. However, a learner who does not learn the desirable prerequisites should not be prevented from working on the objectives that constitute the goals.

CONCLUDING STATEMENT

The above analysis has yielded a list of tasks and skills that now constitute the goals and objectives of the taxonomy. They are not listed in any instructional sequence, however, because such a sequence would depend, to a large extent, on specific factors found in the learner and in the local community. For example, when is it necessary to teach a learner to keep his job station neat and clean? The answer is different for a learner who is being trained as a busboy than it is for one being trained to be a garbage collector. Therefore, sequence of instruction is not an issue in the taxonomy. It would be an issue, however, in any curriculum project that uses the taxonomy as a guide.

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DOMAIN V:

VOCATIONAL

People who are independent work. The jobs that we hold may be lowly or prestigious, and they may be well-paid or minimum wage level jobs. Whatever the case may be, independent people work. In fact, if a disabled person does not hold a recognized job (which includes working at home for the family), it may well be impossible to establish and maintain control over his or her own life. Therefore, like everyone else, developmentally disabled persons should have jobs. But holding a job is complicated. For example, it is necessary to find work before doing it. And once one gets a job, it is necessary to maintain employment, which involves more than simply doing the job. With the exception of women (and now some men) who choose to work at home, most jobs are located someplace other than where we live, and workers are required to observe time schedules no matter how far away they live or how difficult it is to get to work. They must do their job, respond to many problems by themselves, and get along with others, such as the boss and fellow workers. And, as is true for all the domains, the daily "glitches" must be handled. Complicated though it may be, all the above and more is necessary to learn.

V I: GOALS AND OBJECTIVES RELATED TO OBTAINING WORK

To develop and maintain control over one's life, it is necessary to seek work from time-to-time. While it is entirely possible that the learner's first job will also be the only job he ever needs, it is probable that he will have to seek other employment several times during his life span. Therefore, one of the instructional foci should be on "how to do it."

V/I: A The Learner Will Seek Employment

Obtaining work is a complicated matter. Even when jobs are plentiful, not every available job is suitable for everyone. We all have likes and dislikes, strengths and weaknesses, and various jobs suit different people differently. In addition, factors such as the physical location of jobs, pay levels, and desirability of the work environment all figure into the choice of whether to work in one place or another (assuming that the job search has made more than one job available). Therefore, not only is it necessary to teach learners how to seek work, it is also necessary to teach them how to choose from among different jobs.

1. Search for employment
    - 1.01 Use formal networks
        - 1.01.01 Want ads
        - 1.01.02 Employment services
        - 1.01.03 Other
    - 1.02 Use informal networks
        - 1.02.01 Relatives
        - 1.02.02 Friends
        - 1.02.03 Other
2. Apply for employment
    - 2.01 Obtain and complete application
    - 2.02 Interview for jobs
    - 2.03 Other
3. Assess job desirability
    - 3.01 Assess job requirements
        - 3.01.01 Motor skill requirements
        - 3.01.02 Academic skill requirements
        - 3.01.03 Problem-solving skill requirements
        - 3.01.04 Other
    - 3.02 Assess work environment
        - 3.02.01 Safety features
        - 3.02.02 Health features
        - 3.02.03 Employee facilities
        - 3.02.04 Barriers
        - 3.02.05 Work climate
        - 3.02.06 Other

V/I: A Seek Employment (cont.)

3.03 Assess compensation
- 3.03.01 Salary
- 3.03.02 Benefits
- 3.03.03 Other

3.04 Assess location of work
- 3.04.01 Availability of transportation
- 3.04.02 Travel distance
- 3.04.03 Travel time
- 3.04.04 Potential danger, e.g., in neighborhood
- 3.04.05 Other

V/I: B <u>The Learner Will Accept Employment</u>

The learner who has decided to accept a job offer must indicate to the employer that he agrees to do the job. In addition, it is necessary to perform certain other pre-job tasks, such as filling out tax deduction forms.

1. Indicate acceptance of the job
2. Fill out W-4 form
3. Submit to physical exam
4. Other

VP II (<u>Desirable Precursors</u>)

VP/I A <u>Identify</u>: Work; paycheck; supervisor; employer; personal academic, motor and problem-solving skills

VP/I B <u>Discriminate</u>: "more/less"; "desirable/non-desirable"

VP/I C <u>Use</u>: Public transportation; newspaper ads; money; budget

VP/I D <u>Other</u>: <u>Locomote</u>; <u>Read and write</u> at third grade level; <u>Do math</u> at third grade level

V II: GOALS AND OBJECTIVES RELATED TO PERFORMING THE WORK ROUTINE

The major requirement for everyone who works is to do the job for which they were hired. The work routine includes things like doing the job and maintaining the work station. Some workers may be expected to do things like fill in for others when they are absent. Performing the work routine also requires a worker to deal directly or indirectly with several different time concepts (even when they cannot state them): Point ("now", "yesterday", "3 o'clock", "two weeks from tomorrow", etc.); Duration ("20 minutes", "all day", etc.); and Rate ("20 mph", three per day", etc.). These concepts are involved in matters such as regular attendance and meeting work performance standards.

V/II: A The Learner Will Perform the Job Routine

Workers must do their job, but maintaining employment can include tasks other than the one for which the worker was hired, e.g., especially in small businesses, workers are sometimes required to "fill in" for others who may be absent. They must also be concerned with things peripheral to the actual job, such as showing up on time for work, and correct use of the facilities provided for employees, such as cafeterias and toilets.

1. Learn to do the work
   - 1.01 Required tasks
   - 1.02 Sequence of tasks
   - 1.03 Clothing changes
     - 1.03.01 Dirty clothing
     - 1.03.02 Uniforms
     - 1.03.03 Protective equipment
     - 1.03.04 Other
2. Learn to perform other work which may be required occasionally
   - 2.01 Required tasks
   - 2.02 "Fill-ins"
   - 2.03 Other
3. Handle early completion of assigned tasks
   - 3.01 New task identification
   - 3.02 New task performance
4. Learn the location of facilities
   - 4.01 Lunchroom
   - 4.02 Restrooms
   - 4.03 Lounge
   - 4.04 Other
5. Perform the job routine
6. Observe acceptable limits of local work production rate
7. Observe local work quality standards

V/II: B The Learner Will Observe Work-Related Daily Schedule

Workers who can perform a job very well may lose it due to some non-task factor as habitual tardiness. Therefore, it is just as necessary to teach learners to respond to the non-work parameters of the job as it is to the work itself, such as those relating to time.

1. Follow daily work schedule
   - 1.01 Regular attendance
   - 1.02 Starting/quitting times
   - 1.03 Rest and lunch breaks
2. Follow non-work schedule
   - 2.01 Days off
   - 2.02 Holidays
   - 2.03 Vacations
   - 2.04 Other

V/II: C The Learner Will Maintain the Work Station

Jobs have varying degrees of clutter and dirt associated with them. Maintaining the work station means one thing to a trash collector (gas the vehicle, put air in the tires, hose out the bin), and quite another to a janitor (store cleaning tools and materials, arrange furniture). Workers usually must maintain their work stations as part of the job.

1. Observe environmental maintenance standards
   - 1.01 Cleanliness
   - 1.02 Clutter
2. Follow environmental maintenance schedules
   - 2.01 Cleanliness
   - 2.02 Clutter
3. Use maintenance tools/materials
4. Replenish/replace/maintain maintenance tools/materials as needed
5. Store job/maintenance tools and materials
6. Store clean/dirty clothing

V/II: D The Learner Will Observe Employer Rules and Regulations

Every employer has a set of rules and regulations which may be expressed verbally or in writing. These rules generally focus on things the employer has found to be problematical, e.g., attendance problems, stealing, and drinking on the job, along with a host of other possibilities. In addition, there may be other unexpressed (but real) rules. An employee may be discharged for breaking any of these rules.

1. Learn employer rules and regulations
   - 1.01 Attendance
   - 1.02 Alcohol
   - 1.03 Stealing
   - 1.04 Chain-of-command
   - 1.05 Paid/unpaid leave
   - 1.06 Reporting absences
   - 1.07 Other
2. Observe employer rules

V/II: E The Learner Will Use Facilities Appropriately

Most employers have rules governing the use of facilities. For example, there may be schedules for their use, or workers may be required to obtain permission prior to leaving the job station to use a facility. Workers who do not follow established rules or patterns will soon attract attention.

1. Observe established usage patterns of facilities
   - 1.01 Breaks
   - 1.02 Lunch
   - 1.03 Others
2. Observe standard behavior patterns in facilities
3. Obtain facility usage permissions as necessary

V/II: F <u>The Learner Will Follow Safety Procedures While on the Job</u>

Each job has its own set of safety procedures which workers must learn to perform. The most common of these involve the use of safety equipment and clothing, equipment and materials storage, and neatness. There may be others as well, e.g., behavior relative to nearby equipment.

1. Use tools and materials appropriately
2. Store tools and materials
3. Perform job activities
4. Keep job station neat
   - 4.01 Cleanliness and clutter
   - 4.02 Nearby equipment
5. Use safety equipment
   - 5.01 Clothing
   - 5.02 Eye/ear protection
   - 5.03 Head protection
   - 5.04 Other
6. Refrain from entering "unsafe" areas
7. Follow supervisor's directions in unusual circumstances

VP II (Desirable Precursors)

VP/II A Identify: "emergency" requiring learner to miss work; signals indicating time (bells, movement of others); task to be performed; task completion; time points (this morning, this afternoon, today, tomorrow, yesterday, next week, last week, this week, next month, last month, this month, this year, last year, next year); significant holidays requiring no work; significant holidays requiring work; rate (X per X); duration: all morning, all afternoon, all day, all week, all year, one minute, one hour, one day, one week, one month, one year); consequences of working/not working; consequences of not following attendance rules; toilets; eating area(s); break area(s); emergency; tools and materials; places to avoid

VP/II B Discriminate: "faster/slower"; "before/ next/after"; "start/finish"; "depleted supplies/completed task"; "now"/"not now"; "breakfast/lunch/supper/"bedtime"; "weekdays/ weekends"; "morning/noon/night"; "today/ tomorrow/yesterday"; "clean/dirty" environment; "cluttered/neat"; "tool/non-tool"; "here/there"; "right/left"; "close/ next to/behind/in front of/ over/under"; "job performance/maintenance" tools; "start/ finish"; "now/not now"; "work/break"; "safe/ unsafe" environment (oil or water on floor, hanging wires, ruptured pipes, etc.); "trouble/no trouble"

VP/II C Use: Alarm clock; tools used to perform work appropriately (broom, dustpan and brush, wetrags or sponges and other cleaning tools to clean surfaces); rakes, shovels, and other outside tools; public facilities (toilet, cafeteria, etc.); school facilities; waste disposal areas; cafeteria; bandaids; antiseptic; telephone

VP/II D Other: Observe daily routine; Relate pay to amount of work performed; Perform work behaviors (stack, sort, mix, stir, shake, reach, climb, squeeze, wring, push, pull, twist, pinch, lift, insert, remove, carry, fill, empty, tighten, loosen, tie, wash, dry, and others); Store tools and materials after use; Develop strength and agility sufficient for work; Perform personal-social skills: cleanliness, eating, dressing, toileting; Store clothing; Converse and otherwise interact with peers, teachers, supervisors, administrators, other facility staff

V III: GOALS AND OBJECTIVES RELATED TO CO-EXISTING WITH OTHERS ON THE JOB

Each job requires workers to interact with others: supervisor(s), fellow workers, perhaps the public, and sometimes even subordinates (developmentally disabled have indeed become supervisors). Interactions with all of these people are of the utmost importance to maintaining employment: saying or doing the wrong thing can result in loss of a job. Consequently, interpersonal interactions at work is a major area of instruction for developmentally disabled persons.

V/III: A The Learner Will Interact Appropriately With Others on the Job

Doing and saying the appropriate things while on the job will allow a worker to be seen by other workers as "belonging." Each job has its own interactions and required non-interactions, all of which must be observed. It would be inappropriate, for example, to distract one's supervisor with extended conversation about last week's cut finger, or to attempt to interact with the customers of a business if one is not supposed to come in contact with the public. In addition, each job allows certain types of conversations, and certain kinds of demeanor. If learners are to be seen as successful employees, they must learn how to do these things.

1. Perform required interactions
    - 1.01 Supervisor
    - 1.02 Fellow workers
    - 1.03 Public
    - 1.04 Subordinates
2. Refrain from required non-interactions
3. Observe demeanor constraints
4. Observe conversational constraints
    - 4.01 Topics
    - 4.02 Length
    - 4.03 Other
5. Exhibit appropriate body language

V/III: B The Learner Will Respond Appropriately to the Inappropriate Conduct of Others on the Job Toward the Learner

Every job has its social problems. Sometimes fellow workers will "pick on" another worker for the sport of it, and sometimes personality conflicts will cause a supervisor or fellow worker to behave with enmity toward the learner. In addition, jobs in which a worker comes into contact with the public require the worker to be able to avoid conflict with rudeness of a peculiar nature. All of these problems must be dealt with appropriately if the worker is to last on the job.

1. Observe the inappropriate conduct of others
    - 1.01 Aggression
        - 1.01.01 Physical
        - 1.01.02 Verbal
        - 1.01.03 Other
    - 1.02 Manipulation
        - 1.02.01 Set-ups
        - 1.02.02 Production
        - 1.02.03 Excessive demands
    - 1.03 Rudeness
    - 1.04 Goofing off
    - 1.05 Insubordination
    - 1.06 Harassment
        - 1.06.01 Physical
        - 1.06.02 Verbal
        - 1.06.03 Sexual
        - 1.06.04 Other
    - 1.07 Other
2. Respond to the inappropriate conduct of others
    - 2.01 Follow company procedures
    - 2.02 Obtain assistance
        - 2.02.01 Friends
        - 2.02.02 Family
        - 2.02.03 Officials
        - 2.02.04 Other
    - 2.03 Other
3. Avoid contact with troublemakers
4. Other

VP III (Desirable Precursors)

VP/III A Identify: when being addressed; established criteria in job performance

VP/III B Discriminate: "self/other"; "animate/inanimate"; "family/non-family"; "friend/non-friend"; "peer/non-peer"; "worker/public"; "authority/non-authority"; "male/female"; "supervisor/non-supervisor"; "subordinate/non-subordinate"; "interact/not interact"; "stop/go"; "touch/no touch" (for both people and objects); "noise/meaningful sound"; "loud/soft"; "group/non-group"; "group/individual" action; "rude"/"polite"; "allowed"/"not allowed" behavior

VP/III C Use: English sentence patterns; English semantic patterns; English words; English prosodic patterns; conversational voice rules appropriate body language patterns

VP/III D Other: Observe property ownership rules, body space rules; Locate sound sources; Orient toward speaker; Make appropriate eye-contact during conversation; Complete tasks as directed; Form friendships; Seek direction in learning new tasks

V IV: GOALS AND OBJECTIVES RELATED TO HANDLING "GLITCHES"

Those who teach have a tendency to think in terms of linear progressions, i.e., a learner's day tends to go smoothly from task-to-task with few or no irregularities to jar the routine. Like everyone else, however, a developmentally disabled person's day will be full of "glitches." Shoelaces break, the bus comes late, somebody did not come into work today and the boss needs someone to fill in at another work station, materials run out too soon, etc., etc.: Anything can and will go wrong. In setting up a curriculum, it is necessary to be mindful of such glitches, and to train learners to handle them prior to the time they leave.

V/IV: A The Learner Will Handle Changes in Work Routine

Workers can expect to experience variations in work routines, e.g., filling in for other workers who may be absent or engaged in another task; sudden changes in work emphasis generated by business surges or cutbacks, etc. Events such as these may place workers in the position of having to make a sudden change in work pattern, and they must be ready to handle them. In addition, every job has its downtime. Expected behavior during downtime may be established as part of the work, e.g., busboys may be required to stand in a specific location until the next table needs to be cleared. Other jobs, however, simply require the worker to "look busy." The learner must follow whatever procedures are observed.

1. Observe required work routine changes
2. Observe "emergency/non-emergency" attendance procedures
3. Observe appropriate downtime procedures
4. Specify consequences of not observing required changes in work routine

V/IV: B The Learner Will Handle Changes in Work Schedule

Workers experience changes in work schedules. Overtime, rotating shifts, layoffs, and other events all cause the worker to have to readjust his timeframe, and either work longer or fewer hours in a given week than he ordinarily would. Learners must be prepared for such changes in schedule.

1. Follow ordinary workday schedule
   - 1.01 Shift schedule
   - 1.02 Job routine
   - 1.03 Other
2. Follow required schedule changes
3. Specify consequences of not performing required changes in work schedule

V/IV: C The Learner Will Handle Work Problems

Every job has its troubles, e.g., equipment breaks down, materals run out, etc. These problems are not caused by accident or emergency, and do not pose physical threats to anyone. But they do bring work to a halt, and employees must respond to them appropriately. Some problems must be reported to to supervisors while others should be handled by the employee without reporting them to the supervisor. Therefore, workers must know not only which to report, but also which not to report.

1. Perform job routine
2. Discriminate "problem/non-problem"
3. Discriminate "reportable/non-reportable" problem
4. Follow problem reporting/non-reporting procedure(s)
5. Respond to employee-handled problem

V/IV: D The Learner Will Follow Accident and Emergency Procedures

Accidents happen despite everyone's best efforts to prevent them. Because there is no such thing as an "accident/emergency free" environment, every workplace has (or should have) accident and emergency procedures. It is vital for all workers to understand these procedures, and to follow them when necessary.

1. Follow standard accident/emergency reporting procedures
2. Follow standard accident/emergency action procedures
3. Follow standard first-aid procedures

VP IV (Desirable Precursors)

VP/IV A Identify: problems in the classroom: full pencil sharpener; depleted supplies; lost/misplaced clothing; broken shoelace; spills; clothing problems; broken equipment; injuries; sour milk; lost lunch; illness; heat system inoperative; lost textbooks/supplies; lost lunch money; need to begin new task

VP/IV B Discriminate: "complete/incomplete" tasks; "work/non-work"; "free/non-free" time; "leisure/non-leisure" time/locations

VP/IV C Use:

VP/IV D Other: Follow drill procedures: fire, tornado; Report abuse by other students or serious personal problems to responsible person; Remain silent on non-reportable issues (old injuries; name calling; teasing); Observe rules for obtaining permissions; Observe alternate routines at home when emergencies occur